

Subject Specific Action Plan 2021-2022

Subject: English - Writing	Co-ordinator: R Starman	
BRW Priority One (SCP Priority 2 and Priority 4): To raise the attainment level in Writing (both at expected and Greater Depth)	Action(s):	Success Criteria:
To ensure that attainment at the expected standard in writing and is in line with National Averages	<ul style="list-style-type: none"> ➤ Beginning of Autumn term- Teachers: Pixl tests completed for SPaG and children to complete a piece of independent writing to establish where teaching needs to focus after lockdown. ➤ Teachers to ensure that they have a secure knowledge of the expected standard for the end of the academic year. ➤ Teachers to moderate writing each term (this can be done via zoom) across the federation. DNEAT west schools have a moderation planned for end of academic year 2020/21 ➤ WAGOLs (What A Good One Looks Like) to be used frequently so the children have a good understanding of what they are working towards. ➤ Learning ladders to be used where appropriate so that pupils know the focus, know what to include and can edit and improve their work. ➤ Teachers give children cold and hot tasks at the beginning and end of units. Teachers use the cold task to inform teaching and the hot tasks to assess progress. <i>The cold task can a 5/10 minute written activity that focuses on the genre/objectives. It does not need to be a whole lesson.</i> 	<ul style="list-style-type: none"> ➤ Teachers know the baseline of their pupils' knowledge after lockdown, and plan accordingly from this. ➤ Teachers are able to ensure children make good progress and work towards to expected standard for their year group. ➤ Teachers' are able to make secure judgements in their assessments and can therefore plan and teach accordingly. ➤ Children have clear expectations of how to produce a quality piece of work. ➤ Children have clear expectations of how to produce a quality piece of work and how to improve their work. ➤ Teachers will have planned specific lessons to address the learning needs form the cold tasks and the hot tasks will inform assessments and show progress.
For children to use a broad range and specific, ambitious and effective vocabulary in their	<ul style="list-style-type: none"> ➤ Vocabulary to be added to the working wall when discussed in class and to be referred to when shared writing. 	<ul style="list-style-type: none"> ➤ Children's knowledge of new vocabulary improves and they are able to use the working wall to support their use of new

<p>writing which is evident in a variety of genres.</p>	<ul style="list-style-type: none"> ➤ Time given to discuss new vocabulary to ensure that children have a good grasp of its meaning and how to use it effectively in their writing. ➤ Teachers to 'think out loud' when shared writing with class and explicitly discuss the choice of vocabulary. ➤ Links made between vocabulary discussed and discovered through reading and how to transfer that into children's writing. 	<p>vocabulary in their writing.</p> <ul style="list-style-type: none"> ➤ Children's vocabulary knowledge is extended and evident in their writing. ➤ Children have a better understanding of why certain words are used and chosen over others for a certain effect. ➤ Children are able to use their extended vocabulary from well chosen class novels into their writing.
<p>BRW Priority One (SCP Priority 2): To raise the attainment level in Reading (both at expected and Greater Depth)</p>	<p>Action(s):</p>	<p>Success Criteria:</p>
<p>To ensure that attainment at the expected standard in reading and is in line with National Averages</p>	<ul style="list-style-type: none"> ➤ Beginning of Autumn term- Teachers: Pixl tests completed for reading comprehension. Children who are not able to read fluently must read to an adult ASAP to check any progress from lockdown and ensure they are reading appropriate book banded books. ➤ Teachers to ensure that they have a secure knowledge of the expected standard for the end of the academic year. ➤ Teachers to moderate reading (this can be done via zoom) across the federation. ➤ Target readers to be identified ASAP and then heard regularly; daily if possible. ➤ Reading comprehension to focus on VIPERS (vocabulary, infer, prediction, explain, retrieve, sequence or summarise) and when children are explicitly taught each skill so they have a secure understanding. ➤ Subject Leader to find out how reading comprehension is taught (frequency, books used, how evidence is 	<ul style="list-style-type: none"> ➤ Teachers know the baseline of their pupils' knowledge after lockdown, and plan accordingly from this. ➤ Teachers are able to ensure children make good progress and work towards to expected standard for their year group. ➤ Teachers' are able to make secure judgements in their assessments and can therefore plan and teach accordingly. ➤ Target readers make at least expected progress. ➤ Children are taught the range of reading comprehension skills and are secure in using them. ➤ Effective practice is shared throughout the federation and any issues are identified and

	collected) throughout the federation and plan actions accordingly.	addressed so that there is consistency throughout the federation.
For children's knowledge of vocabulary to be extended by being exposed to a broad range of ambitious and effective vocabulary.	<ul style="list-style-type: none"> ➤ Class novels to be chosen carefully to ensure children are exposed to a diverse range of authors and books. Class novels should be pitched slightly higher than children's ability to either read or understand securely. ➤ Time given to discuss vocabulary from the class novel or any reading material used in the classroom. ➤ Vocabulary to be added to the working wall when discussed in class. 	<ul style="list-style-type: none"> ➤ Children's range of vocabulary is extended with ambitious and effective vocabulary.
BRW Priority Two (SCP Priority 2): To raise the profile of reading (for pleasure).	Action(s):	Success Criteria:
To raise the profile of reading (for pleasure).	<ul style="list-style-type: none"> ➤ Teachers to choose books for their class, to have in the classroom, which they think will engage the children. Teachers to change the books when needed. ➤ Teachers to appoint 'librarians' who can organise the class books how they wish and keep the area tidy. This can be changed as often as needed (half termly?) ➤ Class novels are chosen not only to extend children's vocabulary and comprehension but also on the children's interests. ➤ Staff to have some knowledge of the books in their class and are able to recommend other books for children to read. ➤ Author visits will be looked into by the subject leader (virtual visits?) James Campbell (all 3 schools), Stepeh Pass (Barn and Snowy Owls at Rudham) ➤ Each school to have a reading board to promote reading (children from each class can be involved in the upkeep of this) 	<ul style="list-style-type: none"> ➤ The profile of reading will be increased in each school and the children are given more opportunities to read for pleasure.

	<ul style="list-style-type: none"> ➤ Once children have read a book they have the chance to recommend it/write a review (using QR codes, YouTube private channel for school) or contact the author via twitter. ➤ Time for the class novel is a non-negotiable and where it is put in the timetable is considered in each class so that it doesn't get forgotten, postponed, and so everyone listens to the class read. ➤ Pictures of staff are put up around the school; their favourite children's book and something they like to read now. These could also have QR codes for other books they recommend. ➤ Reading challenge as a class/over the half term holiday to read a variety of books (a new author, an audio book etc) or in different places (for longer books) 	
<p>Rudham Priority Two (SCP Priority 2): To raise the attainment level in Reading in Years 3 and 4</p>	<p>Action(s): <i>See above actions for raising reading attainment, plus...</i></p>	<p>Success Criteria:</p>
<p>For children to make at least good progress in their reading</p>	<ul style="list-style-type: none"> ➤ PiXL diagnostic assessments to be carried out at the beginning of the autumn term to show what the focus needs to be for Years 3 and 4. ➤ Non fluent readers to be heard as often as possible and target readers to be heard daily is possible. ➤ Reading comprehension to be taught at least 3 times a week (this does not always need to be written pieces but can be through speaking and listening/ partner work activities). ➤ A range of good quality texts to be used in reading comprehension and for class novels. 	<ul style="list-style-type: none"> ➤ Teachers have a secure understanding of what children know and understand and where the teaching needs to focus. ➤ Children make at least good progress in their reading. ➤ Children make at least good progress in their reading (shown by teacher assessments and PiXL) ➤ Children are exposed to a range of good quality texts and their knowledge of literature has increased.
<p>Weasenham Priority Two (SCP Priority 3): To ensure that there is enough challenge within the core</p>	<p>Action(s):</p>	<p>Success Criteria:</p>

and foundation subjects.		
To assess the level of challenge within core and foundation subjects	<ul style="list-style-type: none"> ➤ Teachers use a learning ladder/writing checklist for all children every time they complete a hot task. ➤ Teachers to use WAGOLLS in order to challenge those children who are higher ability. ➤ 	<ul style="list-style-type: none"> ➤ Children have clear expectations of how to produce quality work and know how to challenge themselves.

Outcomes / Review (to be completed at the end of the year)

At the end of Summer 1 teachers were asked to complete a survey monkey anonymously about their classroom practice and subject knowledge, 9 out of the 12 teachers completed it. The answers have shown what needs to be a focus in the next academic year.

How would you rate your knowledge of end of year expectations for writing for the year groups you currently teach?	Secure 5	Pretty Secure/Could do with knowing a bit more 4	
How would you rate your knowledge of end of year expectations for reading for the year groups you currently teach?	Secure 6	Pretty Secure/Could do with knowing a bit more 3	
Do you use WAGOLLS (What A Good One Looks Like) on a regular basis with your class?	Yes all the time 6	Sometimes 2	No 1
Do you use learning ladders (where appropriate) so that pupils know the focus, know what to include and can edit and improve their work?	Yes 4	At times 3	No 2
Do you use cold and hot tasks at the beginning and end of each unit of work?	Yes I use both 6	I only use hot tasks 3	
How do you think the writing in foundation subjects compares to in an English lesson?	The quality of writing is the same in both foundation subjects and English lessons 2	The quality of writing is a little better in English lessons 4	The quality of writing is significantly better in English lessons 3

Have you ensured that your class reader books this year are from all 5 plagues?	Yes 3	Some of the plagues 4	No 2	

Intent:

Children will be able to write fluently, with a good understanding of grammar, writing in a range of contexts and for real purposes.

Children will read widely with good understanding and develop a love of reading and books.

Children will acquire a wide vocabulary, become competent speakers and active listeners, and be able to use discussion

Implementation:

Focus for this year: To ensure teaching focuses on any learning needed from lockdown so children have secure knowledge to then make at least good progress.

Writing - cold (where appropriate) to hot, learning ladders in hot tasks unless going to use work for moderation

Reading - non fluent readers who need help decoding to be heard as frequently as possible, whole class guided reading focusing on explicitly teaching each skill and time allocated to discuss new vocabulary

Oracy - paired work, cross curricular vocabulary focus

Impact:

Writing impact measures in the short term will be seen cold to hot tasks, termly through PiXL test outcomes and over the year through the writing checklists. Phonics tests half termly show year 1 progress also and half termly assessments on pupil asset focus teacher assessment of current attainment.

Reading impact measures include the PiXL tests, daily 1:1 reading in KS1 and EYFS, termly Salford tests and in whole class reading teacher assessments which includes a half termly data drop on pupil asset.

Oracy - children talk confidently in public situations such as in class, they debate in class council and listen respectfully to each other and with adults. They use floorbooks to aid discussions.

Subject Specific Action Plan 2021-2022

Subject: English - Writing	Co-ordinator: S CHAPMAN	
BRW Priority One (SCP Priority 2 and Priority 4): To raise the attainment level in Writing (both at expected and Greater Depth)	Action(s):	Success Criteria:
ATTAINMENT: To ensure that attainment at the expected standard in writing and is in line with National Averages	➤ To review practice in Federation schools (in the form of drop-ins and book reviews) to determine levels of writing achieved through teaching and learning. Consult PIXL data performance indicators. (Autumn 1 - OCT 21)	➤ To see that each school is striving to increase incidence of writing across English lessons.
ASSESSMENT	How are children's skills being assessed in the Federation? Look at using Writing Checklists in back of books which show progression and can identify gaps - to inform teaching. (AUT 1)	➤ Teachers can readily identify coverage in class and where teaching shows that more is needed in certain areas. ➤ Teachers' are able to make secure judgements about a child's skill level.
EXTENDED WRITING - across the curriculum.	To evaluate how writing is being extended across the curriculum in key areas of foundation subject learning - to inform key actions. (OCT 21) To evaluate writing stamina across all schools in the federation - to inform key actions. (OCT 21)	Children will be using and applying skills of writing learnt in the core subject and getting chance to practice and enhance these skills through extended pieces of writing in foundation subjects.
ENRICHMENT:	To discuss with teachers how English lessons are being enriched to ensure high engagement - to evidence this. (AUT)	Children have exposure to a wide, exciting and rich topics and media and thus producing a wide range of text types.
PRESENTATION:	Ensure expectations for presentation are consistent across	Children will all be using Letter-join and being

	<p>all classes and schools in the federation - check staff understanding of Presentation policy. (AUT 1-2).</p> <p>Ensure letter-join is being explicitly taught and practiced in both dedicated sessions and through daily class writing.</p>	<p>taught this throughout the year groups at the same level. Presentation is therefore more consistent and accurate.</p>
<p>VOCABULARY</p> <p>For children to use a broad range and specific, ambitious and effective vocabulary in their writing which is evident in a variety of genres.</p>	<ul style="list-style-type: none"> ➤ Vocabulary to be added to the working wall when discussed in class and to be referred to when shared writing. <p>Ensure that topic words are displayed and are used - e.g. transfer from topic display to English working wall. (AUT)</p> <p>Look at how spelling is being taught in schools - look at using Spelling shed as a resource through the federation. (Autumn 2)</p>	<ul style="list-style-type: none"> ➤ Children's knowledge of new vocabulary improves and they are able to use the working wall to support their use of new vocabulary in their writing. ➤ Children's vocabulary knowledge is extended and evident in their writing. Chn to use tier 2 and 3 vocabulary in their writing ➤ Children have a better understanding of why certain words are used and chosen over others for a certain effect. ➤ Children are able to use their extended vocabulary from well-chosen class novels into their writing. ➤ Children have a rich bank of language in which to use for their writing. Children's spelling improves and skill level (morphology and etymology).
<p>BRW Priority One (SCP Priority 2): To raise the attainment level in Reading (both at expected and Greater Depth) EMMA O</p>	<p>Action(s):</p>	<p>Success Criteria:</p>
	<ul style="list-style-type: none"> ➤ 	<ul style="list-style-type: none"> ➤
	<ul style="list-style-type: none"> ➤ 	<ul style="list-style-type: none"> ➤

BRW Priority Two (SCP Priority 2): To raise the profile of reading (for pleasure).	Action(s):	Success Criteria:
To raise the profile of reading (for pleasure).	➤	➤
Rudham Priority Two (SCP Priority 2): To raise the attainment level in Reading in Years 3 and 4	Action(s):	Success Criteria:
For children to make at least good progress in their reading	➤	➤
Weasenham Priority Two (SCP Priority 3):	Action(s):	Success Criteria:
	➤	➤